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ABSTRACT

This document contains highlights from "Measuring Up 2002," a report that grades states on their higher education performance. "Measuring Up" is based on quantitative measures of performance rather than on the opinions and judgments of authors or sponsors. "Measuring Up" shows that many states have made substantial strides in preparing high school students for college-level education, but there have not been widespread gains in the proportion of Americans participating in or completing education and training beyond high school. The report card also finds that college opportunity in American is still unevenly and unfairly distributed. Student preparation for college has improved in 30 states, and 7 states have improved on 5 key preparation measures. West Virginia led the United States in increasing the percentage of eighth graders taking algebra and the percentages of high school students taking upper-level mathematics and science. However, in the vast majority of states, fewer than half of high school students go on to college right after high school. Also, statewide improvements in certificate and degree completion have been slight. Data are summarized for preparation, participation, affordability, and completion. (SLD)

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*Measuring Up 2002: The National Picture*

# More Students Are Now Prepared for College but Gains in Other Area Are Slight

The National Center for Public Policy and Higher Education

2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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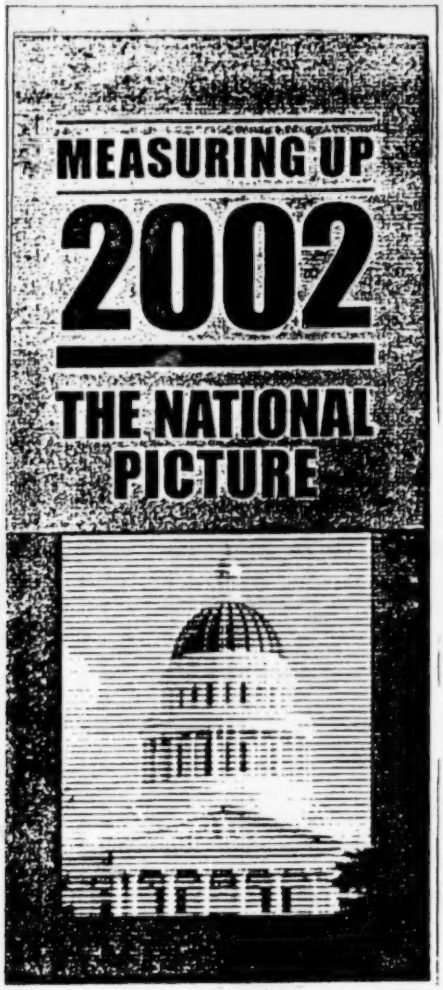



# MORE STUDENTS ARE NOW PREPARED FOR COLLEGE BUT GAINS IN OTHER AREAS ARE SLIGHT

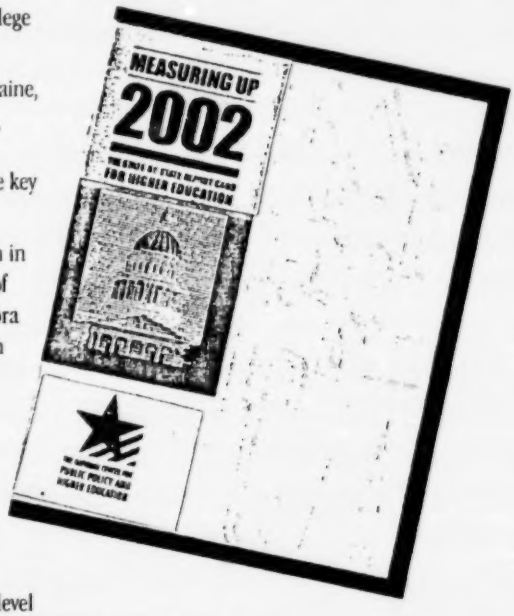
## *Measuring Up 2002* Grades States on Higher Education Performance

Many states have made substantial strides in preparing high school students for college-level education, but there have not been widespread gains in the proportions of Americans participating in or completing education and training beyond high school, according to *Measuring Up 2002*. The report card also finds that college opportunity in America is still unevenly and unfairly distributed.

*Measuring Up 2002*, released by the independent, nonprofit, nonpartisan National Center for Public Policy and Higher Education, measures the nation's and each state's performance in providing education and training beyond high school.

"The largest gains since the 2000 report card are in preparing young Americans to be able to enroll in and succeed in college," said Governor James B. Hunt Jr., chair of the National Center's Board of Directors and former governor of North Carolina. "These improvements signal that these states are on the right path, but there are young Americans who still do not have the opportunity to prepare for and enroll in college."

- Student preparation for college improved in 30 states.
- Seven states—Kentucky, Maine, Minnesota, North Carolina, Oregon, Tennessee, and Virginia—improved on five key preparation measures.
- West Virginia led the nation in increasing the percentage of eighth graders taking algebra and the percentages of high school students taking upper-level math and science.




Although many states have improved in college preparation, there have not been extensive gains in the proportion of Americans enrolling in college-level education and training. For instance, in the vast majority of states, less than half of high school students go on to college right after high school.

Also, statewide improvements in certificate and degree completion have been slight. For example, in only a few states do large majorities of first-time, full-time students in four-year colleges complete their degrees within six years of enrolling.

*(continued on the back cover)*

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# *National Highlights*

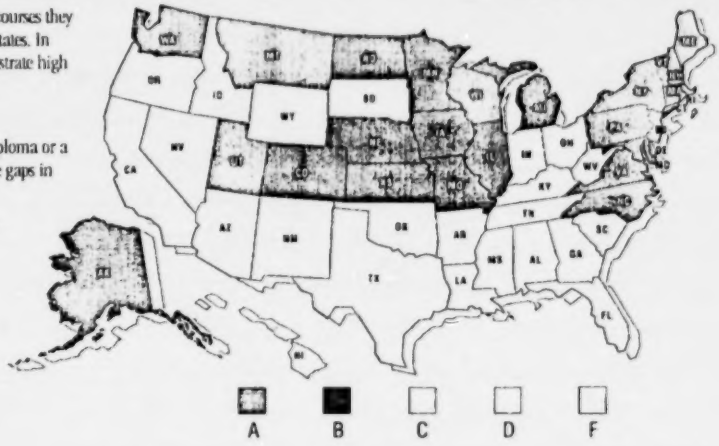
## PREPARATION

Most young people in the United States attain a high school diploma, but the courses they take and the level of mastery they show over core subjects vary widely among states. In only a few states do large proportions of students take rigorous courses, demonstrate high levels of achievement, *and* graduate from high school.

### High School Completion

Most states perform well in assuring that young people attain a high school diploma or a General Education Development (GED) diploma by age 24. But there are large gaps in the attainment for different ethnic and income groups within states.

- States range from a high of 95% (Maine) to a low of 74% (Arizona) on the percentage of their residents who earn a high school diploma or a General Education Development (GED) diploma by age 24.
- In 18 states, more than 90% of young people have a high school or GED diploma. In 29 states, more than 80% have one.
- In Arizona, 87% of white young adults have a high school or GED diploma, compared with 59% for all other races.
- In Georgia, 98% of young adults from high-income families have a high school or GED diploma, compared with 61% of young adults from low-income families.




### K–12 Course Taking

Students who take and do well in rigorous high school courses tend to enroll in and graduate from college in greater numbers than other students. State performance on these measures indicates that a low proportion of all students are taking these kinds of challenging courses.

- The best-performing state in math course taking is North Carolina, where 61% of students take at least one upper-level math course. In New Mexico, the percentage of students who do so is about half that, 31%.
- In only 13 states do more than half of all high school students take an upper-level math course. No states reach this threshold in science course taking.

### K–12 Student Achievement

The demonstrated proficiency of students on national assessments, college entrance exams, and Advanced Placement exams varies widely; for some of these tests, performance in the best states is four times that of the lowest-scoring states. Gaps within states are also high.

- In Connecticut, 44% of eighth graders score at or above proficient on national assessments of writing. In Mississippi, only 11% do so.
- Among all Connecticut eighth graders, the proportion demonstrating proficiency on national math assessments is 34%. However, the proportion of low-income eighth graders in Connecticut doing so is only 7%.

## PARTICIPATION

The opportunity to enroll in higher education varies widely across states. Within states, large gaps exist in the rates of enrollment of young people by ethnicity, family income, and level of parents' education.

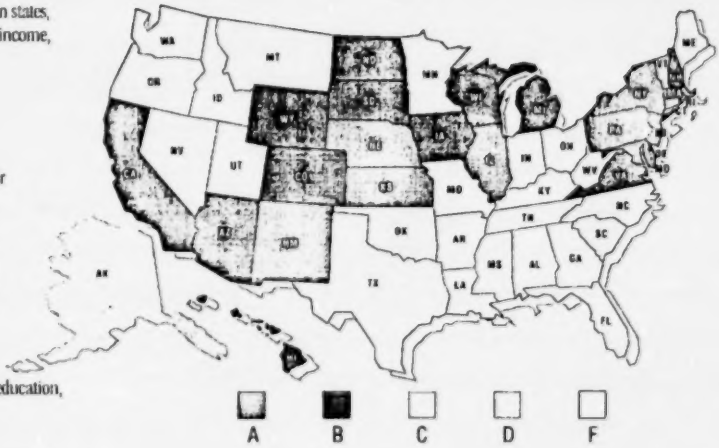
### Young Adults

In most states, less than half of high school students go on to college right after high school.

- In only five states do more than half of high school freshmen complete their diplomas and continue directly on to higher education. In most states, between 40 and 50% of high school freshmen complete high school and go on to higher education immediately.
- In 10 states, less than 30% of all young adults (ages 18 to 24) are enrolled in college.
- The proportion of high school students who finish high school and go on to college in Massachusetts (54%) is almost double the proportion who do so in Arizona (28%).
- 43% of young adults (ages 18 to 24) in Connecticut are enrolled in higher education, while only a quarter of those in Arkansas are.

Enrollment among different groups within states is highly uneven.

- In Colorado, 30% of white 18- to 24-year-olds are enrolled in higher education, compared with 15% for all other races.
- In South Carolina, 55% of 18- to 24-year-olds from high-income families are enrolled in higher education, compared with 16% of 18- to 24-year-olds from low-income families.
- In Alabama, 52% of 18- to 24-year-olds whose parents went to college are enrolled in college-level education, compared with 17% of 18- to 24-year-olds whose parents did not go to college.




### Working-Age Adults

The proportion of working-age adults (ages 25 to 49) enrolled part-time in education or training beyond high school is very low throughout the United States, and there are wide disparities among states.

- In New Mexico, 6% of working-age adults are enrolled part-time in college-level education or training programs. In Montana, only 1.5% are.



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# *Improvement Since* Measuring Up 2000

## PREPARATION

Since *Measuring Up 2000*, 30 states have improved in the majority of measures in preparing students for education and training beyond high school. A substantially higher proportion of students in grades 9 to 12 are taking upper-level math and science. Also, more 11th and 12th graders are taking and scoring well on college entrance and Advanced Placement exams. Twenty states have made no progress or have declined in the majority of measures in this performance category.

### 30 States Have Improved in the Majority of Measures

Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Missouri, Nevada, New York, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, and West Virginia

### 4 States Have Improved in All Measures

Maine, New York, Tennessee, and Virginia

### Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

*8th grade students taking Algebra*
- Arkansas: 8% to 23%
- California: 21% to 33%
- Indiana: 8% to 11%
- West Virginia: 19% to 24%

*9th to 12th graders taking at least one upper-level math course*
- Alabama: 27% to 34%
- Texas: 46% to 56%
- West Virginia: 42% to 56%

*9th to 12th graders taking at least one upper-level science course*
- Alabama: 19% to 23%
- New York: 28% to 34%
- Utah: 30% to 36%
- West Virginia: 26% to 39%

*8th graders scoring at or above proficient on the national assessment of math*
- Alabama: 12% to 16%
- Kentucky: 16% to 21%
- Louisiana: 7% to 12%
- North Carolina: 20% to 30%

*Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors*
- Arkansas: 33 to 50
- Oklahoma: 42 to 69
- South Dakota: 38 to 54
- Wyoming: 19 to 40

## PARTICIPATION

Since *Measuring Up 2000*, 30 states have improved in the majority of measures in providing opportunities for residents to enroll in education and training beyond high school. The gains in this performance category, however, are relatively small. Twenty states have made no progress or declined in the majority of measures in enrolling residents, especially young adults, in educational programs beyond high school.

### 30 States Have Improved in the Majority of Measures

Arkansas, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kentucky, Louisiana, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, and Wyoming

### 7 States Have Improved in All Measures

Idaho, Indiana, Kentucky, Missouri, Nevada, New Mexico, and South Carolina

### Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

*High school freshmen enrolling in college within four years in any state*
- Louisiana: 31% to 35%
- Maine: 39% to 43%
- North Carolina: 34% to 40%

*18- to 24-year-olds enrolling in college*
- Idaho: 27% to 32%
- Nevada: 20% to 24%
- New Mexico: 25% to 30%
- South Carolina: 30% to 37%

*25- to 49-year-olds enrolled part-time in some type of postsecondary education*
- Arkansas: 2.1% to 2.7%
- Nevada: 4.4% to 5.4%
- New Mexico: 4.9% to 6.0%

### MEASURING PROGRESS

**Grades** measure a state's performance in relation to other states.

**Improvement since *Measuring Up 2000*** (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.



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## AFFORDABILITY

In all states, students and families are required to pay a substantial portion of their income to enroll in higher education. Few states offer both low-priced colleges and significant amounts of financial aid targeted to low-income students and families.

### Family Ability to Pay

A family's ability to pay for college is determined by the share of family income needed to pay for tuition, fees, room and board, and other college expenses—minus financial aid.

- Students and families in Utah pay a smaller portion of their income for college than families in any other state. A combination of low tuitions, substantial financial aid, and solid family incomes means that Utah residents need to devote an average of about 16% of their income to attend public institutions and 21% to attend private institutions.
- The proportion of family income required to pay for higher education at public four-year institutions in Vermont is 38%—compared with 16% in Utah.

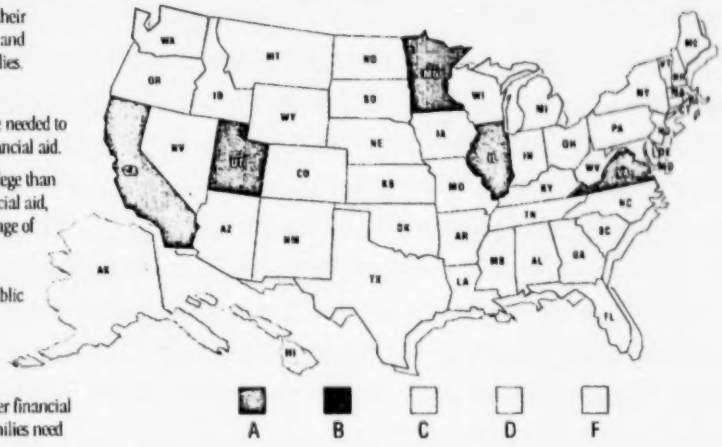
In many states, tremendous gaps exist among income groups concerning their ability to pay for college.

- Low-income families in Rhode Island must devote 76% of their income, after financial aid, to pay for college at two-year institutions. In contrast, high-income families need to devote only 7%.
- In New York, low-income families would pay 211% of their family income to attend private four-year institutions. High-income families devote just 18% of their income.

### Strategies for Affordability

Most states make a comparatively low investment in need-based financial aid (aid directed to low-income students and their families). The average performance of the top five states in providing need-based financial aid is four times the average performance for the rest of the states.

- The top-performing state in providing need-based financial aid, Illinois, provides more grant aid than the federal government to Illinois residents. Pennsylvania, New Jersey, and Minnesota also provide more need-based grant aid than the federal government.




- Four states (Alaska, Georgia, South Dakota, and Wyoming) provide no need-based financial aid to state residents.
- Only four states (California, Colorado, Illinois, and Virginia) offer both low-cost colleges and high levels of need-based aid.

### Reliance on Loans

- In six states, the average loan amount borrowed by undergraduate students is less than $3,000 per year. In one state, the average amount borrowed is above $4,000.

Note: Many states received a lower grade on affordability in *Measuring Up 2002* than in *2000*. State grades measure how well a state performs in relationship to other states. California's exceptional performance since *Measuring Up 2000* resulted in a lower grade for most other states.

## COMPLETION

In only a few states do large majorities of first-time, full-time students graduate from four-year institutions within five or six years. The completion of certificates and degrees varies widely among and within states.

### Persistence

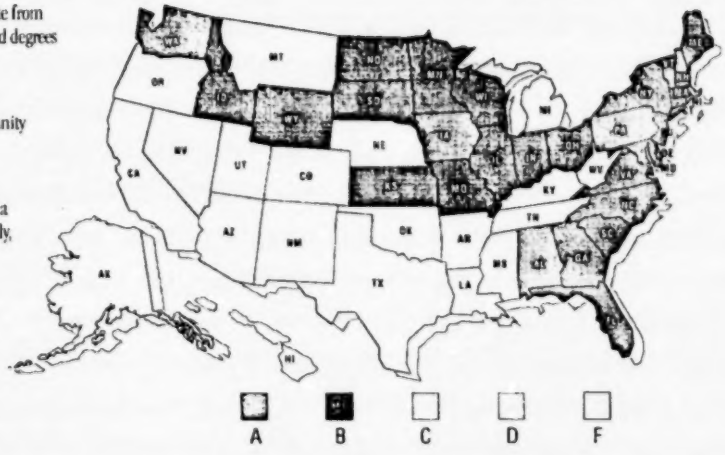
- In only half of the states do more than 50% of first-year students at community colleges return for their second year.

### Completion

- In 27 states, less than half of first-time, full-time college students complete a bachelor's degree within five years of graduating from high school. Similarly, in 24 states, less than half of first-time, full-time students complete a bachelor's degree within six years of enrolling in college.
- Completion at four-year institutions, even in top-performing states, is low—in no state do more than 70% of students complete a degree within five or six years of enrollment.
- In Alabama, 24 certificates and degrees are awarded for every 100 students enrolled. This is more than double the number awarded in Nevada (9) per 100 students.

The completion of certificates and degrees varies widely within states as well:

- For every 100 black students enrolled in Wisconsin, 11 receive a certificate or degree. In comparison, for every 100 white students enrolled, 17 receive a certificate or degree.
- For every 100 Hispanic students enrolled in Illinois, 10 receive a certificate or degree. For every 100 white students enrolled, 16 receive a certificate or degree.



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# *Improvement Since* Measuring Up 2000

## AFFORDABILITY

Since *Measuring Up 2000*, 41 states have improved in the majority of measures in providing students and families with an affordable higher education. Since the most recent data used to calculate affordability are from 2000, these improvements reflect the gains made in the late 1990s. Unfortunately, these gains are likely to slip away due to recent tuition increases, declines in family income, and decreased state support for higher education.

### 41 States Have Improved in the Majority of Measures

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, and West Virginia

### 11 States Have Improved in All Measures

Connecticut, Florida, Illinois, Maine, Maryland, Massachusetts, Michigan, Missouri, Oklahoma, Texas, and Virginia

### Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

*Percent of income needed to pay for college expenses minus financial aid at community colleges* (note: drop in percentage denotes improvement)

Georgia: 23% to 18%
Maine: 33% to 23%
Maryland: 26% to 20%
Missouri: 23% to 17%
Utah: 20% to 16%
Wisconsin: 23% to 17%

*Percent of income needed to pay for college expenses minus financial aid at public four-year colleges and universities* (note: drop in percentage denotes improvement)

Arkansas: 24% to 20%
Georgia: 24% to 18%
New York: 36% to 30%
Virginia: 27% to 21%

*Percent of income needed to pay for college expenses minus financial aid at private four-year colleges and universities* (note: drop in percentage denotes improvement)

Maine: 86% to 63%
Vermont: 73% to 61%

*State grant aid targeted to low-income families as a percent of federal Pell Grant aid to low-income families*

Arkansas: 21% to 34%
Florida: 10% to 16%
South Carolina: 24% to 36%

## COMPLETION

Since *Measuring Up 2000*, 26 states have improved on the majority of indicators measuring student progress toward the completion of their certificates and degrees. The level of improvement, however, is relatively small. Twenty-four states have made no progress or have declined in the majority of measures in this performance category.

### 26 States Have Improved in the Majority of Measures

Alabama, Arizona, Arkansas, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Iowa, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, Oklahoma, Oregon, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, and Wyoming

### 5 States Have Improved in All Measures

Alabama, Arkansas, Idaho, New Hampshire, and Utah

### Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002*

*First-year community college students returning their second year*

Delaware: 40% to 48%
Washington: 38% to 49%
West Virginia: 42% to 52%

*Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students*

Alabama: 18 to 24
Arizona: 14 to 17

**MEASURING PROGRESS**

**Grades** measure a state's performance in relation to other states.

**Improvement since *Measuring Up 2000*** (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.



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## BENEFITS

The percentage of the state population with a bachelor's degree varies dramatically from one state to another—as do the resulting economic and civic benefits to the states.

### Educational Achievement

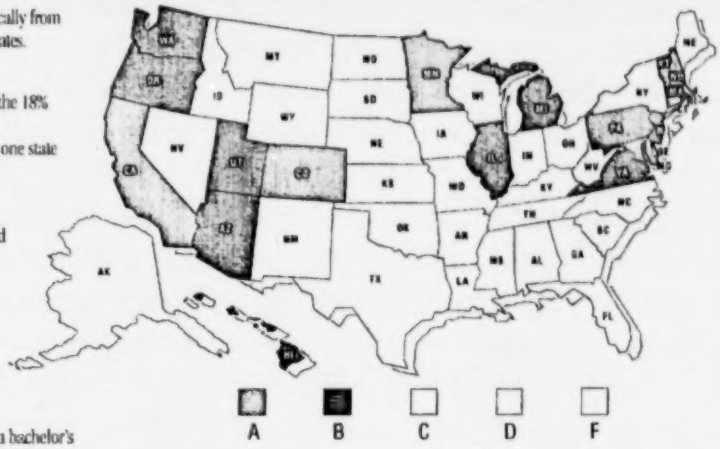
- In Massachusetts, 36% of state residents have a bachelor's degree—double the 18% who have one in West Virginia.
- In 14 states, at least 30% of state residents have a bachelor's degree. In only one state (West Virginia) do less than 20% of state residents have this degree.

Large gaps also exist within states.

- In Colorado, 41% of the white population has a bachelor's degree, compared with 15% for all other residents.
- In seven states, the percentage of the white population with a bachelor's degree is more than double the percentage for all other residents.

### Economic Benefits

- In Maryland, the total amount of personal income generated in the state is increased by 13% due to the population with a bachelor's degree. In Wyoming, the increase is only 5%.
- All education and training beyond high school, even if it does not result in a bachelor's degree, can have economic benefits for the state. In four states (Michigan, Delaware, Oregon, and California), the total amount of personal income in the state is increased by four percent or more as a result of state residents attending college without attaining a bachelor's degree. In four states (Missouri, Montana, South Dakota, and West Virginia) on the other hand, the increase is less than one percent.



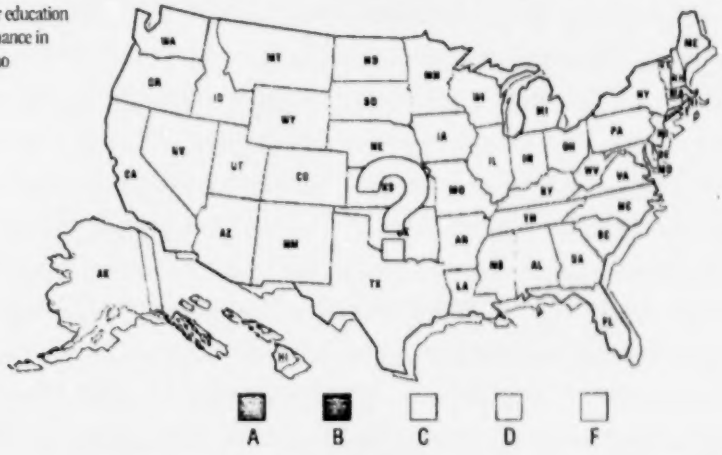

### Civic Benefits

Some states with more highly educated populations tend to have higher levels of civic benefits, such as voting and charitable giving.

- In Minnesota, where 32% of the adult population has a bachelor's degree, the rate of voting is the highest in the nation. Charitable giving among residents in the state is also among the highest in the nation.

## LEARNING

The degree to which students' knowledge and skills improve as a result of their education and training beyond high school is a key criterion for measuring state performance in higher education. All states receive an Incomplete in this category, as there is no information available to make state-by-state comparisons.

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## *Improvement Since* Measuring Up 2000

### BENEFITS

Since *Measuring Up 2000*, 29 states have improved in the majority of measures in the benefits that accrue to the state as a result of having an educated population. Most of the progress has been in the percentage of the population holding a bachelor's degree, and in the economic benefits to the state as a result of this high level of education.

**29 States Have Improved in the Majority of Measures**

Alabama, California, Connecticut, Delaware, Florida, Hawaii, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, and Wisconsin

**14 States Have Improved in Almost All Measures**

Alabama, Delaware, Florida, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, New Hampshire, North Dakota, Texas, Utah, and Wisconsin

**Examples of Improvements from *Measuring Up 2000* to *Measuring Up 2002***

*Population aged 25 to 65 with bachelor's degree or higher*

Kentucky: 20% to 22%
Louisiana: 20% to 23%
South Dakota: 24% to 27%

*Increase in total personal income as a result of the percentage of the population holding a bachelor's degree*

Delaware: 10% to 12%
Hawaii: 7% to 9%
Indiana: 7% to 9%

**MEASURING PROGRESS**

**Grades** measure a state's performance in relation to other states.

**Improvement since *Measuring Up 2000*** (described as "Improvement" or "No Improvement") measures a state's progress in relation to its own previous results.

## *Measuring Up 2002: The State-by-State Report Card for Higher Education* On-line

This Web site allows you to make your own comparisons of state performance in higher education. Users can select from over 30 indicators of higher education performance and state characteristics (state's population, the size of its economy, its system of higher education, and more) that are helpful in providing a context for understanding performance.

**Visit the National Center's home page at www.highereducation.org to:**

- Compare any state with best performing states in each performance category.
- Compare states on their grades and indicator results in each performance category.
- Compare states on their improvement since *Measuring Up 2000*.
- Compare states on contextual information (state demographic and economic characteristics, and more).
- Compare the gaps in performance among ethnic groups.
- Download all or parts of *Measuring Up 2002*.
- Link directly to the sources of data.
- Obtain technical information for indicators, weights, and calculations.
- Find out more about the National Center for Public Policy and Higher Education.



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"As a nation, we are doing better in preparing our young people for college than we are in assuring that they have opportunities to enroll in and complete programs of education and training beyond high school," said Patrick M. Callan, president of the National Center. "This is reflected in the mediocre grades and the very modest improvements reported in *Measuring Up 2002*."

*Measuring Up 2002* addresses six critical questions:

- ***Preparation:*** How adequately are students in each state being prepared for education and training beyond high school?
- ***Participation:*** Do state residents have sufficient opportunities to enroll in education and training beyond high school?
- ***Affordability:*** How affordable is higher education for students and their families?
- ***Completion:*** Do students make progress toward and complete their certificates and degrees in a timely manner?
- ***Benefits:*** What benefits does the state receive as a result of having a highly educated population?
- ***Learning:*** What do we know about student learning as a result of education and training beyond high school?

*Measuring Up 2002* is based on quantitative measures of performance rather than on the opinions and judgments of authors or sponsors.

States are evaluated using "A" through "F" grades in five of six categories of performance (see "National Highlights"). These grades measure each state's performance in relation to other states. All states receive an "Incomplete" in student learning because there are not sufficient data on which to base state-by-state comparisons.

As well as providing grades, the report card evaluates each state's progress in relation to its own previous results (see "Improvement since *Measuring Up 2000*").

"America's promise is to offer high-quality education and training beyond high school for all who can benefit," Governor Hunt said. "*Measuring Up 2002* shows that this remains a promise unfulfilled—one that requires the sustained attention of state policy leaders."

The first state-by-state report card in higher education was released in 2000. *Measuring Up* will be updated again in 2004 and 2006.

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**The National Center for Public Policy and Higher Education** promotes public policies that enhance Americans' opportunities to pursue and achieve a quality higher education. Established in 1998, the National Center is an independent, nonprofit, nonpartisan organization. It is not associated with any institution of higher education, with any political party, or with any government agency. It receives continuing, core financial support from a consortium of national foundations that includes The Pew Charitable Trusts and The Ford Foundation.

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**To order a copy of the full report,** *Measuring Up 2002: The State-by-State Report Card for Higher Education,* call 1-888-269-3652. Single copies are available for $25.00. Additional copies of this brochure are available by calling 408-271-2699.

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